
Family of Schools news



Issue 9 September 2009

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Are you already leading practice with others?

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- professional accreditation for sharing and leading effective practice
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Message from Helen Gregory Wells Community Learning Partnership affiliation and conference challenge

Wells in Somerset, the smallest city in Britain, steeped in history, an area that brings to mind choristers, the traditional market square, the rolling Mendip hills and by and large affluence. These are the images of this locality and very accurate to a degree. However Somerset is a large county that covers a broad range of locations, populations both urban and rural, as well as areas of deprivation and social need.

Historically we are physically situated on the periphery of the County and a considerable distance from County Hall in Taunton. In common with many other clusters of rural schools we have to a degree become self supporting and self reliant.

The Wells C.L.P. comprises of eleven Primary Schools located up to 15 miles from the city where the single large state comprehensive is located. The Primary schools range in size from 50 to 300.

The Wells C.L.P. originally started working together as a result of the primary schools accessing funding specifically to initiate joint projects; through soft federation this was built upon with bids for specific funding streams and further enhanced by funding available through the comprehensive school successfully attaining Specialist School status in 2003. Our common interests are born from a fundamental and shared belief that our schools provide the best we are able to for the children in our locality.

The extensive range of responsibilities of small school head teachers means that time to raise ones eyes to the 'horizon' and plan any innovation is often frustratingly rare; it has been in this dimension that our C.L.P.has been forward looking and self supporting. Individual members of the group have sought out initiatives and good practices bringing them back for all of the local schools to learn about and benefit from.

In recent years the C.L.P. has collaborated on a number of jointly agreed initiatives from Guy Claxton's 'Building Learning Power', 'Forest Schooling' to making bids for funding to enhance M.F.L. Each of the agreed initiatives has afforded joint staff training with the cost of venues and trainers shared pro rata.

A major turning point was reached when one of the primary head teachers attended a SSAT National Conference from which they returned gushing with ideas, possible initiatives and enthusiasm. The underlying philosophy of the SSAT 'By practitioners for practitioner' being a key element in persuading all the local Primary schools to affiliate.

Now in the light of the Rose Report and Secretary of State's latest announcements we are setting the SSAT a challenge. We have requested the delivery of a C.L.P. conference entitled 'The Creative 21st Century Curriculum'.

We are excited at the opportunity of learning and sharing with nationally acknowledged practitioners, with the expectation of individual members of the C.L.P. being reflected in the following statements:

'We would like to come away with something which staff have worked on and developed ready to trial in school.'

'How do we set about systematically building a curriculum which is skills based and demonstrates a pedagogic approach to learning?'

'How do we set about building our Literacy and Numeracy into our curriculum, without resorting to just another Literacy or Numeracy hour?'

We are confident that our high hopes will be met and that by collaborating in this way the staff and pupils within the Wells C.L.P. Primary Schools will share, gain knowledge and inspiration for another move forward on our learning journey!

Helen Gregory
Horrington Primary School,
Wells Community Learning Partnership



'A major turning point was reached when one of the primary head teachers attended a SSAT National Conference from which they returned gushing with ideas, possible initiatives and enthusiasm.'

Welcome to new affiliates

Affiliation numbers have continued to rise since April 2009 and we are very proud to announce that we now have over 470 UK affiliates and over 660 international affiliates.

We would like to welcome all of our new affiliates since our last publication in April 2009.

Ashburnham Community School, Bousfield Primary School, Brampton Primary School, Brindishe Primary School, Brooklands Primary School, Christ Church CofE Primary School, Gallions Primary School, Halstow Primary School, Hither Green Primary School, Marlborough Primary School, Park Walk Primary School, Winns Primary School Walthamstow, [London](#)

St John the Evangelist CofE Primary School, St Alban's Catholic Primary School, St Edward's Catholic Primary School, St Gregory's Catholic Primary School, [Macclesfield, Cheshire](#)

St Mary's Catholic Primary School, St Benedict's Catholic Primary School, St Paul's Catholic Primary School, Yew Tree Community Primary Sc. Acorn Nursery and MLD Resource, [Cheshire](#)

Sunning Hill Primary School, Heathfield Primary School, St Bernadette's Catholic Primary School, Kinraig Primary School, Lever House Primary School, Anchorsholme Primary School, [Lancashire](#)

Blackfield Primary School, Fawley Infant School, Holy Family Catholic Primary School, Hythe Primary School, Manor Infant School, Mansel Park Primary School, Marchwood Church of England Infant School, Mason Moor Primary School, Newlands Primary School, Redbridge Primary School, Tanner's Brook Infant School, Tanner's Brook Junior School, Waterside Primary School, [Southampton, Hampshire](#)

Sandling Primary School, Maidstone, [Kent](#)

Robinswood Primary School, [Gloucestershire](#)

Brookside Community Primary School, [Street, Somerset](#)

Sowe Valley Primary School, Richard Lee Primary School, Parkgate Primary School, [Coventry, West Midlands](#)

St Marks CE Primary School, [Stoke-on-Tent, Staffordshire](#)

Healing Primary School, Keelby Primary School, [Grimsby, South Humberside](#)

Canon Popham CofE (VA) Primary and Nursery School, [Doncaster, South Yorkshire](#)

We would also like to welcome our new international affiliates:

Emmaus Catholic Primary School, Greenslopes Primary School, St Bedes Primary School, St Clare of Assisi Primary School, St Pauls Primary School, Brighton Primary School, St Peter's Primary School, [Australia](#)

Chartwell Elementary School, [Canada](#)

New Kabale Busega Primary School, Peter K. Gad Memorial Primary School – Kitovu, Wheeling Preparatory Centre (Molly and Paul) Kansanga, [Uganda](#)

Deerfield Elementary, Novi Meadows 5th-6th Grade, Novi Woods Elementary, Orchard Hills Elementary, Village Oaks Elementary, Carter Middle School, George A Lacure Elementary, Garner Elementary, A.C. Edgerton Elementary School, A.L. Holmes Elementary School, A.L. Holmes Academy, Elmdale Elementary School, Joyce Elementary School, Roberto Clemente Learning Academy, The Dearborn Academy, [United States of America](#)



4th Primary National Conference

Thursday 28 January 2010
Emirates Stadium, London N5 1BU

For further information go to: www.schoolsnetwork.org.uk/familyschools
Email: familyschools@sestrust.org.uk



Three Blackpool schools become the first primaries to be awarded GOLD in the new Parental Engagement Quality Standard

St Nicholas Primary, St Bernadette Primary and Hawes Side Primary, Blackpool have been recognised and celebrated for their outstanding work with parents. The three schools applied for the award as a network and their success demonstrate how working together to share ideas and strategies, further develops practice and really makes a difference to outcomes for children.

Sean O'Hare Head teacher at St Bernadette School said: 'Parents have to be at the heart of everything we do. We have to share and agree mutually the values and aspirations that we have for their children. Only then will we break through any barriers to attainment and achievement. New technologies with on line classrooms provide an active or virtual window into a child's learning with opportunities to participate, encourage, promote and inform. The arrival of low cost netbooks means that it is now possible for every child to have use of a netbook between home and school. School can further facilitate by ensuring 100% access through enablement and funding.'

In achieving the Gold award, St Bernadettes were recognised for their work in genuinely engaging parents in the life of the school and wide ranging opportunities to impact on learning. Parental engagement is a feature of the school's success in supporting and enabling children to achieve to their very best.

Top tips from St Bernadettes:

- Give parents their own forum on the online classroom
- Create an information bar for 'reminders' of school events including assemblies and workshops and tips for supporting your child's learning

What is the school proud of?

The Senior Family Support Worker (SFSW) created three years ago, initiated by the school

as a pilot with the Local Authority. The SFSW develops the networks within the Authority to support children and their families in ensuring that the five outcomes of the Every Child Matters agenda are constantly and consistently being addressed. The role of the SFSW has been significant in enabling us to reach out to parents who have traditionally not been able to engage with the school and the impact on these children has been significant and sustained.

Andy Mellor Head teacher at St Nicholas Primary said: 'Most Primary schools realize that they can no longer meet the Standards and Social agendas alone, and that true parental engagement is the only way to proceed through the glass ceiling. However, real progress is made through focused and planned engagement rather than ad hoc involvement, and values parents as the critical factor in the learning process. These initiatives and many others are vital to engaging with parents as many live a distance from the school. However, with the school's vision for parental engagement, and Blackpool Local Authority's vision for wireless connectivity we have huge potential for further potential for parental engagement.'

In achieving the Gold Award, St Nicholas Primary shared an approach to homework that has enabled parents and children to enjoy learning together – the impact on achievement is significant.

'We have known for some time that conventional homework has switched off learners and parents and has been seen as a chore. After several complaints about homework, we trialed new ways to promote learning in the home. These were met with universal approval from parents and are now embedded within our system practice. Learning logs allow pupils to look at areas for study and work with their parents to research, record and learn creatively.



The result is a stunning collaboration between parents, learners and the school which have seen standards rise and engagement grow enormously.

We are also looking at ways to personalise our curriculum in Year 1 to meet the needs of all pupils. This has involved working with parents to use our online classroom. From here, parents are engaged in target setting to share where their children need to go on their personal learning journey. Through the use of ICT, parents are now actively engaged with their children's learning and were so engaged that they came to school dressed as pirates to take part in pirate boat making! The standard, quantity and quality of writing created by Year 1, motivated by parental engagement is stunning! These children know that writing is important and learning is important because parents and teachers are one voice in supporting their development.'

Top Tips from St Nicholas:

- Consult with parents about everything that will impact upon them directly. The more you consult the more you are in a position to meet and be in tune with parental concerns, and are then in a position to meet these concerns. Use technology to help you ... develop an email distribution list. It is quick, efficient and suits parental lifestyles as they respond when they check their emails
- Think carefully about your work with parents and then be ruthless and decide which is involvement with parents and which is true engagement. True engagement should be embedded and give parents a real role in helping to guide the future direction of the school

What is the school proud of?

The most satisfying part of this work is the knowledge that the school are working with parents to effect change that impacts on the children and their life chances. Staff have had a great deal of fun in getting to know parents better and helping them to help their children to achieve.

'Many parents have us that they would like to come back to school given the way that children now learn so we have a real opportunity to impact at this particular time. We acknowledged that many parents had poor experiences when they were at school and this work does turn around these perceptions.'

Michael Sheperd Head teacher at Hawes Side Primary said:

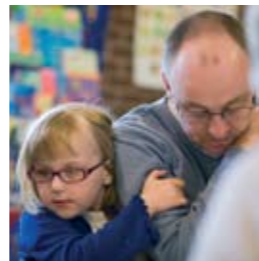
'Parental engagement is the key driver in children's learning. We need to ensure that learning isn't seen as something that only happens in school, but extends to home and beyond. When Standards have reached a plateau – we need to look at how we move beyond a formulaic approach to make learning sustainable and move from shallow, short term experiences to a deeper, life long habit.

Parents play a crucial role in this. If we are to prepare children for an uncertain future with infinite possibilities we need to work closely with families and the wider community to develop a shared learning journey that equips them for life.'

In achieving the Gold Award, Hawes Side have explored numerous ways to utilize new technologies to support parents in helping their children learn. Children in the school write blogs that help their parents (and other pupils) understand what they are learning and pupils achievement are celebrated through a range of different technologies. The school has committed to find new and innovative ways to engage parents and share and celebrate learning.

Top Tips from Hawes Side Primary:

- Set up reading mornings (ERIC – everyone reading in class) we have these every Tuesday morning and parents are invited to school to read with the children – this quickly engages parents in their child's learning, shows positive reading role models and ensures all children read with an adult each week
- Home School Group (HSG) – set up a forum where parents can come along and help shape school thinking, our recent agendas



have included homework policy, Home School Agreements, phones in school, learning logs.

What are the school most proud of?

Our use of Blogs. We were highly commended by the SSAT at the SSAT National Conference last year.

Learning logs – these have revolutionised homework! A more creative approach to out of school learning which engages parents fully with children and their families sharing in the curiosity and excitement of researching and learning together. The logs can be accessed and developed on line and work is celebrated in school with parents being an active part of the child's learning journey.

Has your school had success in engaging parents?

Parental Engagement Quality Standard (PEQS) has been designed and developed with over 200 schools, and produced as a direct response to demand from schools requesting support in auditing their current practice with parents and rewarding their progress in this work.

The network of Blackpool schools were instrumental in developing The Parental Engagement Toolkit to draw on case studies collected from schools across the country. The tool enables primaries to audit their existing work with parents, and set their future direction in working to engage all parents with their child's learning. This includes working towards the online reporting requirements for all primaries by 2012. Parental engagement is a powerful lever for raising student achievement, and many schools are developing strategies to build stronger links with parents.

Read more about what parental engagement can do for your school, how to apply for a PEQS award and the support available at:

www.schoolsnetwork.org.uk/eca or email engagingparents@ssatrust.org.uk

Pupils of Cherry Orchard present at the Education Show

In March, six Year 6 children from Cherry Orchard Primary School in Birmingham went to the National Exhibition Centre to present our famous Cherry Orchard Children's Charter at The Education Show. Our school had been asked by NCSL and NET to create a Children's Charter for Learning, which would inform people about how we learn best and what we enjoy learning. We had worked really hard to write our charter, gathering the views of all the children in the school.



We created a PowerPoint presentation of our final ideas and even composed some music using ICT to accompany it. We were really proud to be given the opportunity to talk about our final presentation with people outside of our own school. The six children who attended the show were Tony Adams, Humaa Asif, Har-Jeeve Singh Takhar, Kiran Kaur Madier, Jada Dowdie and Danny Sian. We presented our Charter to members of the public who stopped off at the SSAT stand and we also helped with giving out forms for primary and secondary school teachers to fill in.

We had comments like "excellent show well put together considering it was written by primary school children" and we were also told that we were excellent ambassadors for our school.

The SSAT staff were very impressed with the number of forms we managed to get the visitors to fill in! We were very persuasive!

At the end of our presentation job we got to look around other stalls and got some freebies we really enjoyed going there even though we had to work. Everyone's day was brilliant and we loved representing our school. We made our teachers proud, our headteacher proud and most of all our school proud. At the end of the day we all had a smile on our faces because we were extremely proud of our selves.

Year 6 Representatives from Cherry Orchard Primary School, Birmingham.

All-through learning – emerging opportunities

All-through learning structures have become increasingly popular in the state sector over the last few years, with many schools forming all-through federations and trusts. Added to this, by September 2009 the number of all-through academies will increase to 20.

The Specialist Schools and Academies Trust supports a range of schools and academies which have all-through structures and we will be hosting the second **All-through learning conference on 15–16 October 2009** for those schools already working in all-through structures and for those wanting to know more. All-through structures are often designed to minimise possible disadvantages of transition and provide opportunities that are not fully available in a two-tiered system.

Ken Tonge, Executive Head of the Ashington Learning Partnership, an all age collaborative trust explains some of the benefits of an all-through trust in a three tier system, 'One of the main impacts of our partnership has been improved transition arrangements. We already enjoy the benefits of pupils working across the different schools on our Deep Learning Days, getting to know their peers and the staff from other schools.

In addition, this summer we will be transferring all 3,000 pupils into their new schools or classes two weeks before the end of the summer term for an intensive programme of skills development. This will mean that, when they come back in September, it's not a new start with all the associated start-up delays but a continuation of where they left off before the holidays.

An Assessment Group has created a common system for assessment across key stages with an agreed IT infrastructure and moderation procedures. This means we have reliable data on transfer between centres and a working group of over 30 staff from all the schools has devised a programme of skills development, prioritising those particular skills which we

feel hamper the progress of our learners. This includes end of key stage skill descriptors (over 200), guidance on planning and a handbook for staff.

West London Academy has been an all-through academy since September 2005 and Hilary Macaulay is principal. When discussing why she took on the role Hilary describes it as, 'a chance to take on what I considered to be the best academy job going – an all-through with 3–19, adult education and community sports facilities absolutely at the heart of a very local community. It made so much sense in terms of curriculum design, social development and the real ability to create an aspirational culture for the children and the local community.

Having children from the age of three and involving their parents in the school community from when they start, to the age of 19, means students' development and learning can be fully supported. Primary students are involved in all aspects of the school and they aspire to the work and activities of older students and try things they would otherwise not have had the opportunity to experience.

When they formally move into Year 7 from KS2 Hilary believes that, 'they feel at home – they are comfortable with the pedagogy and expectation because it is what they have been used to at the start. They are familiar with the Learning Gateway, the house system and have been Junior Leaders as part of the student leadership programme.' West London Academy does not even refer to it as the primary and high school just, 'the Phases'. Older students also benefit. Health and Social Care students have access to the academy's nursery and staff advise them and assist with the course.

In terms of popularity with the teaching staff, Hilary believes it has been easier to recruit staff as they are 'interested in the opportunity to teach cross-phase and really understand curriculum continuity'. Staff from different phases lead training for staff from other phases resulting in excellent peer development .

All-through learning conference 15&16 October 2009

Developed and delivered with our partner the Consortium of All-through Schooling (CATS), the conference will include showcases of emerging and established practice from a range of all-through structures (trusts, federations, academies and schools) as well as a delegate visit to West London Academy.

Who should attend?

Leadership teams of established and developing all-through federations, academies and schools, trust schools with a 3-19 focus, other potential all-through structures, local authorities

To find out more or to book places

www.schoolsnetwork.org.uk/events and search for event ID ACA1008783 in October 2009

A new publication *All-through learning* is also now available from www.schoolsnetwork.org.uk/eshop or email davina.kampta@ssatrust.org.uk

Primary engineer

An educational adventure – not for the faint hearted!

Imagine that you had to create a project that would inspire your pupils to become the engineers or scientists of the future – not a simple or straightforward task. Imagine you had to do it on a national scale and capture the imagination of young and old alike - take heart it has been done before.

A generation were inspired to become scientists and engineers in the USA in the 1960s when all eyes turned to the space race. Lunar landings; incredibly brave individuals risking all to further the frontiers of scientific endeavour. Every detail was followed on television and radio by eager eyes around the world. It became known as the 'Apollo Effect'. Anyone of an age will be able to recall where they were when man first landed on the moon. You and your pupils may remember where you were when Andy Green drove the vehicle, ThrustSSC that won the land speed record. Now Andy is working with Richard Noble (project director of ThrustSSC) again on their new record attempt to break the 1,000 mph mark with Bloodhound SSC

All eyes will be on the world's fastest mathematician; a team of engineers; Richard Noble and Lord Drayson as they attempt, what may well be the defining moment for the future of science, technology, engineering and mathematics in the UK. It is hoped this will create an Apollo effect in the UK – inspiring young people to be involved, effectively pushing the boundaries of engineering and science to an absolute extreme.

Science, technology and engineering has moved on since the early days of NASA and is reflected in how the BLOODHOUND SSC Education Adventure is being used to inspire young people. The website is constantly up-dated with each stage of the build; data, video and a vast array of information is readily accessible and will be throughout the project. An education centre will be built around the car so that pupils can engage with activities and see the car being built.



Primary Engineer's journey began when I was invited to attend a meeting to look at the possibility of becoming involved with BLOODHOUND SSC. A project best described as an iconic real-world engineering endeavour that would thrill, educate, involve and give context to design technology, science and maths. It wasn't a long meeting! It was an incredible opportunity and Samantha Brown, a teacher at Harwood Meadows Primary School in Bolton didn't take much convincing either. The only drawback we encountered was that we both had to sign confidentiality agreements, the project was to be secret until the October launch. We couldn't tell the children or as it turned out the Head Teacher, Siobain Barnes anything about BLOODHOUND SSC – we even gave the project a code name!

We designed a project that would engage all the pupils in an activity that would enable them to consider the design issues surrounding a car that has to travel at speed using stored energy. Pupils would build prototypes, test and evaluate their results using different types of stored energy. Choosing the most effective, they then time the car over a set distance and upload the results to the website. There were an enormous number of opportunities to employ maths and science to refine and develop the project and the pupils clearly enjoyed the challenge.

Specialist Schools and Academies Trust

Primary Leadership and Coaching Programmes

As the project gathered pace and the enthusiasm of the pupils became tangible we dropped the bombshell. They were to be invited to the announcement of the BLOODHOUND SSC world land speed record attempt. At this stage, incredibly, there had been no leaks to the press. We therefore had to arrange to take just 14 of the pupils to London without telling them where they were going or what they were going to do. All they knew was that it was something really special and something to do with the cars they had been designing.

The launch was at the Science Museum at 8am. Despite the time, the venue was packed with people from government, the engineering world, the press and 14 year 5&6 pupils from Bolton. They brought their models; they discussed the finer points of wheel design with the engineers who were having similar problems on a much larger scale with BLOODHOUND SSC and they spoke before the assembled crowd about their work.

That was in October 2008. Since then, every class in the school has been inspired by their experience: BLOODHOUND SSC posters can be found in every classroom; themed days have seen the involvement of parents amazed at such an iconic project and older children have worked with younger pupils to help them design cars. The STEM buzz has percolated the school and broad curriculum links made. It is worthwhile to quote one young girl who took Mrs Brown to one side and said that she had actually fallen out with her. A rather startled Mrs Brown asked why, to hear 'you have been teaching us maths and science without telling us!' As Samantha Brown said, the project was quite literally STEM by stealth.

Harwood Meadows school enabled us to see the potential of the project in a classroom and inspired us to create resources and a project infinitely bigger than we had originally planned – effectively we were inspired by the enthusiasm and delight of the pupils. Primary Engineer has constantly worked to create CPD

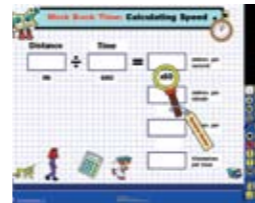
courses and resources that reflect the needs of the curriculum and find methods to engage teachers and pupils with activities that will enable the practical application of maths, ICT and science to design technology. Consequently, we created interactive whiteboard resources that not only contain the practical activity of how to design and make a car but also how to develop it using the experience of testing and evaluation. The resources contain video footage and animation but are designed to enable the pupils to engage fully, even looking at the different type of engineers and careers involved in the project.

The potential to draw out science to explain the outcomes of the 'design and make activity' and maths to interpret and understand the effects have been fully exploited. We worked with maths and science teachers to ensure that the links to the curriculum were explicit and created a children's booklet that is designed to have extension activities to stretch all pupils.

There will also be maths masterclasses, CAD/CAM, and practical science activities in the Autumn term to add to the project experience. It became apparent from a Science and Engineering Event held at Harwood Meadows Primary School that parents were equally eager to be engaged in activities. This resulted in the Community BLOODHOUND SSC project where primary aged children who wish to work with their elders can engage in the activity.

America and Australia have announced that they too are attempting to build Super Sonic Cars to rival that of BLOODHOUND SSC and beat them to the world land speed record.

Here in the UK the race is slightly different we are trying to wake-up a generation to the excitement, engagement and excellence that BLOODHOUND SSC will represent – wherever you will be in 2010 when Andy Green drives BLOODHOUND SSC to the first target of 800mph, we are sure your pupils will be watching, will remember and hopefully be inspired.



For more information email susan.scurlock@primaryengineer.com or visit www.primaryengineer.com Primary Engineer telephone contact **01254 720650** www.bloodhoundssc.com



You can win Primary Engineer Primary BLOODHOUNDSSC resource by registering at www.bloodhoundssc.com A monthly draw will be held from the registered schools. (The resources are site licensed and include the software to run on any interactive whiteboard.)



The SSAT's suite of primary leadership programmes offer career development opportunities for teachers at all levels from newly qualified teacher to executive headteacher. Taking the SSAT's key ethos 'by schools, for schools,' they are designed by headteachers to increase leadership capacity in schools. During and after completing the programmes, a high percentage of delegates have moved into positions of higher responsibility.

Key features

- Build a network of like-minded practitioners
- Discuss current educational thinking
- Visit schools that showcase innovative practice
- Gain support to manage change within the classroom and at whole school level

Some of these programmes can be accredited by the University of Warwick, in partnership with the SSAT, providing the first step on the route to a Masters qualification

Primary leadership programmes

Beyond newly qualified teachers

6 month programme

Starts: January Cost: £660

For teachers in their second and third year of teaching. This programme aims to provide unique support at a time in teachers' careers when it is often least available. The programme covers reflective learning, personalising learning, creative curriculum design and delivery and the needs of 21st century schools.

Structure: Four one day events

Developing leaders for tomorrow

18 month programme

Starts: January Cost: £995

A practical leadership programme for teachers in the early stages of their career, who are demonstrating clear leadership potential. The programme is run nationally in partnership with NCSL. The programme core themes cover personalising learning, collaborative leadership,



leading into the future and global leadership.

Structure: Five one day national events and four half day sessions with a regional host.

Middle level leaders' immersion programmes

Flexible programme bespoke to needs

Cost: from £175

Middle level leaders play a critical role in leading on innovation and change within school. These new programmes offer an essential guide to the challenges and opportunities that middle level leaders face in schools. There are five programmes made up of individual units, which include induction for new middle leaders, coaching skills and middle leaders in challenging schools.

Structure: Four twilight staff meetings or two INSET training days or a combination of both

Experienced leaders

9 month programme

Starts: October Cost: £760

This programme is for members of the senior leadership team, who may not currently

aspire to headship but who have a crucial contribution to make to school leadership and improvement. The programme will enable participants to work alongside school leaders of national stature and to develop a national and regional support network. The programme's core themes include 21st century vision and leading edge innovation.

Structure: Three one day conferences and one personalised school visit.

Aspirant headteachers

12 month programme

Start: on demand Cost: £950

The programme is for members of senior leadership teams who aspire to become headteachers of primary schools. The programme will enable participants to access the latest educational developments surrounding personalising learning as well as the leadership skills required to be successful. The programme's core themes include future schooling, data analysis, forging international links and the headship interview process.

Structure: Five one day events and one school visit.

New headteachers

18 month programme

Starts: September Cost: £1200 (EHP funding may be used)

A programme for newly appointed headteachers of primary schools. The programme will enable new headteachers to work together, to build a network of support and development. The focus upon the skill and knowledge sets required to improve the leadership of personalising learning across the school will enable delegates to plan systemically for their school's future development. The programme core themes include developing people, leading into the future and personalising learning.

Structure: Six one day events

Headteachers supporting other schools - Executive Headteachers

18 month programme

Starts: September Cost: £1200

For aspiring or current Executive headteachers. A high impact leadership programme which focuses on the skills and requirements needed to successfully undertake this unique role. Participants will visit schools already in successful partnership frameworks and will engage with educators who are leading on innovation and change. The programme's core themes include examine the nature of the role, ensuring accountability, new leadership structures and sustainability beyond the programme.

Structure: Six one day events.

Leading learning through ICT

Flexible programme bespoke to needs

Cost: negotiable

Until 2008, all headteachers had access to the national programmes Strategic Leadership of ICT (SLICT). Although these national programmes have ceased, SSAT has designed a successor programme that will enable schools to use ICT to innovate, work in partnership and implement effective personalisation. The overall aims of the programme include understanding the role of ICT and Web 2.0 technologies.

Structure: negotiated to meet the needs of individual groups.

How to apply

The Developing leaders programme has a national application process that closes in December. To apply please download the application forms at www.schoolsnetwork.org.uk/familyofschools or contact the primary team. All other programmes are suitable for running within a Local Authority or within a cluster of schools. To register your interest or to apply for a programme please contact the primary team.

Coaching for headteachers and senior leaders

Coaching is emerging in schools as a key and highly effective strategy for improving and developing sustained performance amongst colleagues. SSAT, in partnership with New Mindsets, is offering a range of coaching



Developing Leaders for Tomorrow: Primary

The fifth cohort of Developing Leaders for Tomorrow: Primary will commence in January 2010 and we will be taking bookings from September 2009.

If you would like to learn more, or reserve spaces on this programme please contact Katie Bailey on katie.bailey@ssatrust.org.uk

Spaces are allocated on a first-come first-served basis so we recommend you contact us as soon as possible to avoid disappointment.

programmes for senior leaders which aims to help people take charge of their own development and to release their potential.

Introductory programme

One-day programme providing an introduction to some key coaching frameworks from which you can review current practice within your school. The programme will involve opportunities to observe coaching in practice and working on a real issue with support from professional colleagues.

Cost: £70 + VAT per delegate for a cohort of 15

Ongoing development

One-year programme for senior staff who wish to develop their coaching abilities and to receive coaching to support personal performance. The programme will include coaching by a qualified leadership coach, four one day group meetings and support to address real work issues.

Cost: £260 + VAT per day per delegate for a cohort of 4

Coaching for Performance – individual support

This programme provides dedicated personal coaching by a qualified leadership coach over a period of up to eight months. Participants will be coached to develop their leadership effectiveness whilst learning the skills of coaching. Each of the meetings will last two to three hours at the individual's school.

Cost – individually negotiated

Coaching for Performance – organisational effectiveness

This programme would be designed to support the needs of a whole school through the application of appropriate coaching models.

Cost – individually negotiated

Further information

Further information is available on all of the programmes at www.schoolsnetwork.org.uk/familyofschools Alternatively you can contact the Primary team on tel: 0207 802 0856 or email at: primaryleadership@ssatrust.org.uk

The Learning Journey Participation

SSAT is delighted to bring to the attention of primary schools its 5th national HE/schools conference.

As we increasingly look beyond just secondary schools and HE, and towards multi-sector partnership working, there will be a major focus on the role of primary schools in partnerships cutting across the sectors, including higher education.

There will be plenty of interest for primary school delegates attending the conference, and of course there will be some excellent networking opportunities. Amongst many other high profile speakers the conference will feature Kirsty Haw, Executive Headteacher, St Mary and St Thomas CE Primary School and Merton Bank Primary School, Merseyside. There will also be input from University of Liverpool's groundbreaking Professor Fluffy programme which brings the concept of higher education right into primary schools.

The Learning Journey is a 2-day residential event taking place on 3rd and 4th November 2009 at The Belfry, Sutton Coldfield, West Midlands. It will be an ideal opportunity for key staff across the sectors to explore common agendas, and in particular the ways we might all work together more effectively in order to support the 'learning journeys' of our young people.

We hope you will recognise the importance of the agenda we are addressing through this event and that you will help us to ensure that primary schools are well represented in the lively debate the conference is set to create.

The Learning Journey will offer delegates opportunities to:

- Network with potential partners from a range of sectors
- Participate in interactive workshops covering key themes
- Gain insight into relevant issues and latest policy
- Share good practice and be inspired by existing successful partnerships

For further information

For sponsorship and exhibition enquiries contact: Ben Hodgkins on 020 7802 0874 or Benjamin.Hodgkins@ssatrust.org.uk

To see the full up to date programme and to book your place: Please book online: <https://www.schoolsnetwork.org.uk/ssat/Pages/EventDetails.aspx?eventid=SVN1008941>

For further information about the conference please contact Nicola Sackwild on 020 7802 0759 or Nicola.Sackwild@ssatrust.org.uk

6th iNet International Conference

Networking for Equity and Excellence

Monday 22 – Wednesday 24 February 2010, Cape Town, South Africa

The 6th iNet International Conference will take forward four key aspects of the Charter for Action produced by iNet principals in June 2009. The principals undertook to:

- Respond to the special challenges of education in settings where growing numbers of children live in deep poverty, polarisation and exclusion
- Recognise that networking and globalisation are more than a sharing of knowledge; they are about breaking down racial and other barriers and creating a climate in which meaningful and collegial dialogue can flourish
- Help create a global movement of educators who help children to come to terms with globalisation that calls for strong values that engender respect and empathy and celebrate diversity
- Prepare students to be leaders and agents of change in a climate in which the voice of students is sought and honoured.

The conference agenda will be relevant for educators at primary schools. Professor Yong Zhao is a confirmed keynote and his session will be complemented by school showcases, school visits and a partnership fair. Delegates attending the conference must be:

- Willing to demonstrate their commitment to networking with colleagues from South Africa and forming school partnerships
- Committed to student voice and leadership
- Prepared to make a long term commitment to working with iNet colleagues from around the world to promote equality
- Passionate about educating students for globalisation.

By attending this conference you can:

- Visit a South African school and work with school leaders to gain an understanding of South Africa's culture and education system
- Explore partnership opportunities with South

African schools and others from around the world

- Contribute to international debate on the conference themes
- Network with school leaders from iNet's international networks.

Additional educational study visits can be arranged, please contact us if you are interested. An optional cultural day on Thursday 25 February 2010 is also available.

Invite your partner school to attend

Delegates are encouraged to attend the conference with their partner school from both South Africa and around the world. It will be an ideal opportunity to spend dedicated time mapping out some of the joint ways you can work together to ensure equity and excellence for all students. Contact us so we can arrange a special delegate rate for you.

Would you like to form an international school partnership?

All primary schools affiliated to the SSAT receive automatic membership of iNet. The iNet team can help introduce you to another school in our network. With over 5000 schools, there are lots of opportunities to form school partnerships. The benefits of partnerships include:

- Enhancing the global dimension in your school's curriculum
- Helping students recognise connection between themselves and others from around the world
- Exchanging skills, ideas and experiences
- Participating in study tours, student exchanges and work experiences.

We have new networks in Michigan, USA, and British Columbia, Canada, along with networks in the Netherlands, England and Australia who are actively seeking a school partnership. If you would like further information about partnerships please visit at: www.ssat-inet.net/whatwedo/networking/schoolpartnerships.aspx or contact claire.trott@ssatrust.org.uk



Further information
The cost of the conference is £575 per person this includes the conference fee, lunches Monday to Wednesday and evening meals on Monday and Tuesday. Please note flights, accommodation and airport transfers are not included in the conference fee. We are currently negotiating an accommodation rate with the hotel and details will be released shortly.

Contact Kathryn Dixon on: Kathryn.Dixon@ssatrust.org.uk or +44 (0)20 7802 0905 for more information or visit www.ssat-inet.net

iNet offers all affiliates facilitated school partnerships – find out more about the benefits.

Coping Skills for Key Stage 1

Caroline Egar, Programme Director, Partnership for Children

The Year 2 class is sitting in a circle on the floor. The children have just been drawing pictures of times when they felt either happy or sad, and have shown their pictures to their classmates and told them how they felt.

'Now,' says their class teacher, 'we're going to think of what we can do to make ourselves feel better when we feel sad. What can we do if we feel sad at school?' Hands shoot up. Tell the teacher; talk to a friend; go to the quiet corner; play with friends at lunchtime. 'And if we feel sad at home?' Again, ideas come thick and fast. Talk to mummy; go to my bedroom and shut the door; watch TV; play on the computer; talk to my dog; cry. 'What about when we're with our friends?' Tell them why we're sad; play another game; think of something nice; go home.

The children are taking part in Zippy's Friends, a PSHE programme that helps five to seven year olds develop and practise appropriate coping strategies. The programme grew from the work of Befrienders International, the umbrella organisation for the Samaritan movement worldwide, and is based on the belief that if children learn to resolve conflicts and problems while they are young, they should be better equipped to deal with crises as teenagers and adults. The programme is now managed by an independent charity, Partnership for Children, which provides training and programme resources.

Twenty four weekly sessions are built around a set of six stories about Zippy the stick insect and his friends, a group of children. The stories show the friends dealing with issues that are familiar to young children – feelings, communication, friendship, bullying, dealing with change and loss, and making a new start. Class activities build on the stories with drawing, role-play, discussions and games.

Zippy's Friends has received favourable comments in Ofsted reports, and is recommended in the DCSF's SEAL resources.

Many schools use the programme before or alongside the SEAL materials. Teachers say that they find the story-based approach appeals to KS1 children, and find the structured framework helpful. Zippy's Friends is now running in six areas of England – Durham, Southampton, Southwark, Spelthorne, Warwickshire and West Surrey.

Schools often report that the programme reduces conflict in the classroom and playground. Thelma Lewis, headteacher at Springfield Primary School in Sunbury-on-Thames, introduced Zippy's Friends to all the primary schools in the Spelthorne Confederation five years ago. In a survey she conducted three years later, all schools recorded fewer arguments between pupils, and there were fewer reports of bullying in schools' incident books. 'Children are happier and easier to teach too.'

The programme was designed from the start to be as generic as possible, and is now running in 16 countries worldwide. The same lessons that are being run in suburban Surrey are being taught in the slums of São Paulo, the village schools of Mauritius and the high-rise kindergartens of Hong Kong.

In mainland China, where the programme is running in Shanghai and Beijing, teachers have commented that Zippy's Friends helps children cope with the effects of the one-child policy. Many Chinese children now have six adults doting on them; both parents, and two sets of grandparents – and have few opportunities to develop coping skills, as they are protected from risks and challenges. 'Children feel lonely at home and their communication skills are poor. They don't know how to make friends,' commented a Kindergarten Principal in Beijing. Through Zippy's Friends, the children are acquiring the skills that they need to overcome difficulties and get on with others. Even in a country where academic prowess is so highly valued, a mother in Shanghai wrote, 'Zippy is without a doubt one of the greatest gifts my son received during his childhood.'



For more information on Zippy's Friends: www.partnershipforchildren.org.uk

Community Cohesion at Robin Hood

Robin Hood Junior and Infant School, Birmingham, has a mixed population with over 60% of its pupils of Pakistani and Indian heritage. On 12th November 2008 Robin Hood became the first primary school nationally to achieve the Cultural Diversity Quality Standard 'Gold' Award.

Robin Hood ensures equal opportunities for all to succeed at the highest possible level and work hard to eliminate variations in outcomes for different groups. It is a high achieving school in which pupils from all ethnic groups make good to excellent progress. Ethnic groups exceed national expectations in Mathematics and Science and the school has outstanding provision for EAL pupils.

Our CDQS assessors both judged the school to have "a warm, welcoming, genuine and lovely feel to it". Parents at Robin Hood are very appreciative of all that the school has to offer. As one parent commented "the school helps them (pupils) to be confident and respect those who are of different faiths and nationalities".

Pupils make an outstanding contribution to the community by raising money for charities and by participating in a wide range of religious festivals and cultural activities. In its letter to pupils Ofsted spoke highly of the excellent relationships throughout the school. "We are so pleased that you have so many friends from different religions, background and nationalities".

Parents are instrumental in the school's work to promote community cohesion. Robin Hood runs an INSPIRE workshop for parents (Involving School Parents In Reading and maths) with positive success. Parents are eager to contribute to assemblies and the curriculum telling children about Ramadam and Eid ul-Fitr. Parents actively contribute to 'Language of the Month' in which parents and grandparents read dual language books to the children thus promoting and celebrating community languages. Parents have also been involved in



the production of 'welcome' signs in different languages.

Cultural diversity is also promoted at Robin Hood through the subject Communication Language and Literacy (CLL). In the Nursery, "Language For Communication and Thinking" is developed through role play in the Chinese Restaurant and 'on the junk' (a junk is a Chinese boat, which the children made out of blocks). The "Teddy Project" in the nursery is designed to promote reading and language skills and a range of dual language books have been bought to support this; different religions are also explored through this topic.

In Year 1 pupils have been involved in developing speaking and writing skills through the school's Bollywood Visual Literacy Project and there is a focus on stories from other cultures. Year 2's work is based on the Nigerian story "Why Frog and Snake can't be friends".

Similarly, work in other years use a variety of media to promote tolerance and understanding of other faiths and cultures. Creative Development at Robin Hood also ensures that pupils are provided with opportunities to explore and understand different cultures though the medium of art and music.

All year groups from Reception to Y6 follow the SEAL (Social Emotional Aspects of Learning) programme. The topics "Getting On and Falling Out" and "Say No to Bullying" cover cultural issues and racism.

Regular KS1 and KS2 assemblies are held at Robin Hood in which different faiths and beliefs are explained and celebrated; parents and the local community are actively involved in these. Key religious and cultural events are also celebrated.

Promoting Cultural Diversity and Community Cohesion

The Children's Plan has built on the Every Child Matters agenda and has placed schools firmly at the heart of the community – communities which are becoming more diverse and complex, communities which reflect a much wider range of backgrounds, experience, knowledge, beliefs and assumptions than ever before.

It is widely acknowledged that sustainable and cohesive communities enable schools to achieve their core purpose – the provision of high quality, personalised education which enables all learners to progress, aspire and achieve. Yet many schools are still challenged in their approach to implementing the community cohesion duty.

Robin Hood Junior and Infant School, however, fully embraced this duty and achieved an 'outstanding' Ofsted inspection in November 2008, just one day after achieving the CDQS 'Gold' Award. Ofsted reported that the school had made an outstanding contribution to community cohesion.

Karen Moule, teacher and coordinator of the SSAT Cultural Diversity Quality Standard, acknowledges the substantial contribution this award has had on community cohesion and the most recent Ofsted inspection at Robin Hood Junior and Infant School:

'Going for the CDQS has promoted cultural diversity and raised equality and opportunity for achievement for all students. It prompted a thorough audit of provision in this area, demonstrated our strengths and identified the strands that should be developed. The CDQS embraced all elements of our school which raised awareness, leading to further growth. During our recent Ofsted inspection our CDQS evidence played an important role in contributing to our success in achieving 'outstanding'. It is exciting to see our work in the area of cultural diversity continue to grow since achieving the Gold Award.' SSAT Cultural Diversity Quality Standard

The Specialist Schools and Academies Trust has been at the forefront of developing community cohesion and through its Cultural Diversity Quality Standard has enabled schools to audit, develop and evaluate the impact of their work with success being celebrated at Bronze, Silver and Gold Award levels.

The Diamond Award recognises and celebrates the success of schools judged to be at the very highest level in terms of the standard and its promotion of community cohesion.

For more details of the CDQS and how your school can get involved email: cdqs@ssatrust.org.uk



Project Earth Rock

“The workshop was very fun. I learnt more about eco things. My favourite part was making up our own songs”. This comment from 10 year old Oliver from London was a delightful affirmation that giving up my job to set up Project Earth Rock had indeed been a good idea.

As an educator, musician and environmental campaigner, I have been watching the nascent Sustainable Schools agenda evolve with great interest. I decided to fuse my passions together and develop Project Earth Rock, a music programme designed to educate children and their parents about sustainability and climate change issues and pupil voice. During my six years as Chief Executive of School Councils UK it was obvious that many schools were keen to engage children as partners in helping to improve their school. The sustainable schools agenda is a great opportunity through which this work can be extended.

‘Securing the Future’, the UK sustainable development strategy as well as the Children’s Plan provide the context for the DCSF’s Sustainable Schools programme. However with the requirement for every school to become a Sustainable School by 2020 – will this be yet another government target that heads will find interfering and controlling – or will it be embraced as an opportunity that supports the implementation of a broad-based and caring curriculum?

There is much in the National Framework for Sustainable Schools that is familiar. The eight doorways ‘are discrete entry points or places where schools can establish or develop their sustainability practices’. They encompass citizenship, participation, the global dimension as well as perhaps the more obvious sustainability issues such as water, energy, waste, transport and school grounds. The challenging part for schools is how to implement change broadly and ensure that the changes are sustained. A good place to start is where the power is – the pupils!

Project Earth Rock ran eco song-writing workshops at the National Eco Schools Conference in Coventry in June. The music that grew out of young people’s perspectives about the future of our planet was powerful and could become a helpful tool for those schools that are attempting to encourage crowds of young people to make more sustainable choices. By giving children and young people a chance to articulate their concerns through songs you have enabled them to take the first, and possibly the most challenging, step towards creating their own agenda for action.

Teaching about sustainability can be a little dry. Project Earth Rock through its eco music curriculum seeks to ensure that these issues are raised through a highly engaging medium. We intersperse the children’s own creations with our carefully researched songs. These address fundamental sustainability issues including:- “Why does burning fossil fuels cause climate change?”, “What is a carbon footprint and how can you make yours smaller?”, “Why is flying so climate unfriendly and what are the alternatives?”, “Why is it important for us to not waste water – and what is the easiest way to reduce our usage?” They also highlight young people’s ability to bring about change through songs about school councils and pupil voice.

It seems that schools are gradually beginning to embrace the sustainability agenda, realising the potential benefits to their own budgets, the health of their students and the future of the planet. Fifty per cent of schools now have an eco council, a group of children who can help lead on the sustainability agenda. In addition there are school councils, student research groups, peer support programmes and parent councils too.

The Project Earth Rock music and song-writers programme provides additional support for work that is present and ongoing in schools. By educating your pupils and then encouraging them to help take the lead in making your school greener you will be on a fun and sustainable path to success.



For further information contact Jess Gold www.projectearthrock.com or email Jess@projectearthrock.com

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Holocaust Studies in a Primary School?

Alan Williams, Headteacher, Emmaus Catholic and CofE Primary School, Liverpool



In 1990, as an undergraduate at the University of Warwick on a Religious Education study visit to Israel, I visited Yad Vashem International School for Holocaust Studies in Jerusalem. This visit had a profound affect on me. As well as recognising and remembering the ‘martyrs and heroes’ of the Holocaust, it tells the story of anti-Semitism and the tragedy that befell the Jewish people during the Nazi occupation of Europe.

Later in 1993 whilst a newly qualified teacher, I had my first authentic experience of a Holocaust site. On return from an exchange visit to Hungary our coach party of Year 6 children visited Dachau Concentration Camp in Germany. The tour around the camp left a lasting impression on myself and the pupils. Since these two events I have visited other authentic sites of the Holocaust in the Czech Republic, Lithuania and Poland and read a great deal about the Holocaust. Throughout this time and during my teaching career I had never considered teaching about the Holocaust.

Now a serving headteacher, this all changed when one evening, whilst reading the TES, an advertisement caught my eye; ‘Become a Leader in Holocaust Education’. The advertisement by the Imperial War Museum in London was offering a Fellowship Programme. Their intention was to develop a national network of highly trained and motivated teachers, who would initiate creative and high profile educational projects in their schools and communities. These projects would then significantly further Holocaust education in the UK or internationally. As I read further I wondered whether my primary background would preclude me from such a fantastic Continuous Professional Development opportunity. I was aware that the Holocaust was taught in Year 9, but to my knowledge not in any primary schools. Certainly Holocaust Memorial Day was recognised in many schools during assemblies but I had no experience

of anything more substantial than this. The advertisement outlined the incredible scope of the Fellowship beginning with a week summer school at the IWM delivered by leading international experts in the field of the Holocaust and the opportunity to listen to eyewitness testimonies at first hand. Successful applicants would then need to develop a new initiative in their school that would raise awareness of the Holocaust. Later in the year Fellows would visit Yad Vashem to participate in a follow-up programme and participate in further lectures and workshops about the Holocaust. Finally at the end of the Fellowship successful Fellows would visit Holocaust sites in Poland and Lithuania. After completing and sending off a very detailed and demanding application form I waited with some trepidation for the outcome. I was delighted to be selected for the programme and eagerly awaited the Fellowship to begin.

At the end of an amazing week at the IWM, I can still remember being incredibly moved listening to Freddie Knoller’s testimony of his horrific time spent in Auschwitz, the courageous way in which he described the murder of his friends and family and the impact this still has on his life today. Following this we all returned for our summer holidays emotionally drained but nevertheless motivated to teach about the Holocaust in our own schools.

Teaching about the Holocaust

For my project I decided to plan a number of events at my school to raise awareness of the Holocaust and achieve a number of objectives:

- To place the Holocaust in the context of the work that Year 6 had already completed about World War II,
- To help pupils consider the abuse of power and the roles and responsibilities of individuals, organisations and nations when confronted with human rights violations and help children to recognise the potential for genocide today,
- To challenge racism, prejudice and

stereotyping today, helping pupils recognise the importance of community cohesion in a diverse and pluralistic society.

In order to achieve these objectives, I planned work around the following themes:

- Jewish Life in Europe before the War.
- How and why did the Nazi persecution of the Jews begin?
- Why did the Nazis set up Ghettos for the Jews and what was life like inside them?
- What was the Holocaust?
- Who was Anne Frank?
- What can we all learn from the Holocaust?

The very nature of the topic meant that I needed to write to parents outlining the aim of the unit of work and assure them that their child would not be confronted with disturbing images from the Holocaust. As I began the work I was amazed by the knowledge that the children already had of the Holocaust. Much of this knowledge and experience had been gleaned from watching films such as 'Schindler's List' and 'The Boy in the Striped Pyjamas' or reading 'The Diary of Anne Frank'. We talked in detail about what they already knew about scope of World War II and compared maps showing the Jewish populations before the War and afterwards. The children were shocked by the huge decrease in population of Jewish communities after the War, especially in Poland. This raised many questions about the decrease in numbers and prompting many questions such as 'Where did they all go?' The children were then shown archive film footage showing Jewish life before the War, helping them to recognise the rich diversity of Jewish life in Europe. The footage also gave them the opportunity to listen to Holocaust survivors describing day to day life in their Jewish community and the ways in which this dramatically changed with the rise of Nazism in the early 1930s.

In our discussions we talked about the condition and morale of Germany following their disastrous defeat in World War I and how this led to Hitler and the Nazi Party using the

Jews as a scapegoat for their economic decline and humiliation. This was despite the fact that huge numbers of German Jews fought in the trenches, with many being awarded the highest accolades for their bravery. A famous example of this was Otto Frank, father of Anne Frank. With a careful selection of archive photographs the children learned about the loss of civil and human rights to the Jews from the early 1930s and leading up to the Holocaust which raised many issues and questions for the children such as the role of the government, the police and the individual when confronted with abuses of rights and their concerns about racism and prejudice in society today. Our work included a number of testimonies and further work on Ghetto life and eventually the destruction of the ghettos and 'resettlement' of Jews in camps in the East. Throughout the work I used a number of children's story books to help the children gain a greater insight into the topic and to stimulate poetry and writing. Books that I would highly recommend include 'Erika's Story', 'The Harmonica' and 'One Candle'.

Our studies culminated in a visit to Beth Shalom, the Holocaust Centre in Nottinghamshire. The work the children had completed in school prepared them for 'The Journey', an interactive exhibition taken from the standpoint of a young Jewish boy in Berlin as he and his family faced prejudice and persecution at the hands of the Nazis and his eventual escape on the Kindertransports to England. The highlight of the visit was a talk by a Holocaust survivor who described his life in the Ghetto in Poland as a child and his life in hiding with his family. The children listened intently to his story and were keen to express their own disbelief and despair at the way he described his family's predicament and fear of discovery. They asked incredibly sensitive and searching questions leading a number of them to conclude that they had a role in ensuring that such things do not come about again. Finally we visited the Peace Garden, a beautiful and moving memorial to the victims of the Holocaust. Before each child left for home they



placed a stone at a special memorial whilst reflecting on the thousands of children who were murdered during this terrible chapter of European history.

Teaching about the Holocaust provoked a great deal of thought and reflection for the children and helped them to consider serious questions about human rights, racism, propaganda and prejudice. The children gained enormously from this work which helped them to reflect deeply upon their future role as citizens in ensuring that racism and prejudice are combated in their own school and their community.

Examples of children's work:

Life in the ghetto.

Today, I took a ride on a tram and it changed my view of life. Above me was a bridge, three children and fourteen people all staring at me, all crying loudly, you could feel the pain, you could hear the screams.

Travelling forward, hearing a new born baby being born. Crying louder and louder until complete SILENCE! I saw infants, just children begging for food and money, a German came over and spat on the children then he got his gun out, I didn't see the rest, the tram went past but there was a loud bang. I clenched my fist as this happened; a tear fell from my eye and landed on the snow, the snow melted slower and slower.

"To the east!" Shouted a German soldier. I couldn't do anything, but you can.

Year 6 pupil

Dear BBC,

I'm pleading with you to listen and publish this on your radio, for there are some sickening things happening everyday, each minute I am writing this letter at least ten people are being murdered, seven or eight of those Jews are children or babies!

Just today I was walking to the tram station and went past the Chlodna Bridge which passes the Ghettos. When I looked at the

poor unwanted people you could see their tear stained faces and glistening salt water cries for help!

When I was on the tram the worst sight of all will forever cling onto my mind like a leech, every Jew was taken out of the Ghetto and a seven year old boy was stopped by an ENORMOUS German soldier he pointed a gun at the boys face you could see cold sweat piercing his little head... I couldn't look but that shrill high pitched scream echoed inside my brain as seven bangs sounded the air, opening my eyes and only able to hope the soldier missed.

Are you going to do anything? I am only one person; I can't do anything to prevent this monstrosity. But you can.

Yours sincerely ???

Year 6 pupil

The Harmonica

Based on the book *The Harmonica* by Tony Johnson

A child in the cold,
As cold as a polar bear in the ice,
With his memories of his mum and dad.
Lost love hid in the corner of his heart,
He remembered the love from his mum and dad.

Some nasty people took his mum and dad away.

The boy was sad, very sad.

He waited and waited, but his mum and dad didn't come back.

Year 4 pupil

The boy stared at the harmonica,
He wished it was a piano.
He couldn't remember his mother's and father's face.
He was happy with the harmonica,
Because it was the only thing he had left.
The boy hated the concentration camp,
Because he did not get much food,
And he felt like a bag of bones.

Year 4 pupil



To hear more about the teaching of the Holocaust at Emmaus Catholic and CofE Primary School please contact [Alan Williams](mailto:Alan.Williams@emmaus-ht@emmaus.liverpool.sch.uk) on emmaus-ht@emmaus.liverpool.sch.uk

Creativity, Enthusiasm and Parental Engagement with School Radio

Last year the children of Ashover Primary School in Derbyshire, who had been recording podcasts to DVD and playing them in the hall during lunch times, suggested that a real radio station would allow them to produce a better programme and of course it would be live!

Sharon Hallsworth, ICT co-ordinator, asked a question on the ICT Register "Ask the Schools" facility seeking other people's knowledge and experiences. She had a really good response. She accepted an approach by a company called Fusion who came out to school and discussed their studio based system.

The studio is based in their ICT suite with speakers broadcasting to each classroom, into the hall and out onto the playground. The studio even has its own 'ON AIR' sign! They now have live music at lunch and playtimes and wet breaks can also be more fun. The children read out newsletters and announce information into the playground as parents collect them. We have a rota for running the radio which is completely done by pupils.

One of the most amazing things is to see how organised and responsible children can become when they are given a bit of responsibility and a fantastic technological tool. They have children broadcasting information, telling jokes, reading stories and introducing songs who would not normally put their hand up in class! Many parents have commented on the enthusiasm of their child about the radio station and they enjoy the announcements and music while waiting to collect their child. Everyone loves it and the school community is only just beginning to understand the impact it can have on children's learning and love of school.

If you have an ICT development you want to start but need a little help don't forget "Ask the Schools" on the ICT Register www.ict-register.net.

School visit opportunities in the autumn term

The visits to Bedgrove Infant School, advertised in the last issue of Family of Schools News, were both filled to capacity and were a huge success, receiving overwhelmingly positive feedback. As a result we have now set up a further three school visits, details below. If you would be interested in attending any of these school visits, or if you would like further information about any of them, please email Rina Jain Naha on rina.jain.naha@ssatrust.org.uk

What?	Supporting our local community
When?	Wednesday 30 September 2009
Where?	Victoria Primary School, Keighley, West Yorkshire
What?	Making the most of ICT to enrich teaching and learning
When?	Thursday 8 October 2009
Where?	Robin Hood Junior and Infant School, Birmingham, West Midlands
What?	Making Learning Irresistible
When?	Thursday 19 November 2009
Where?	Chorlton Park Primary, Chorlton, Manchester

'A time to reflect is a priceless experience. The school is an inspiration.' Sarah Wareing, Sheffield LA – Visit to Bedgrove Infant School, 2 July 2009

'I would recommend to other schools – it is super!' Julie Gilmore, Chorlton Park Primary School – Visit to Bedgrove Infant School, 18 June 2009



National Primary Steering Group

Contact details of our members can be found on the FOS website

Chair

Neil Hopkin, Headteacher, Robin Hood Primary School, Birmingham

Vice Chair

Michael Shepherd, Headteacher, Hawes Side Primary School, Blackpool

Members

Alan Williams, Headteacher, Emmaus CofE and Catholic Primary School, Liverpool

Anne Winstrom, Headteacher, Whitchurch First School and Nursery, Middlesex

Christine Henderson, Headteacher, Ashleigh Primary School, Blackburn

Dave Watson, Headteacher, Chorlton Park Primary School, Manchester

Fiona Chant, Headteacher, John of Gaunt Infant & Nursery School, Norwich, Norfolk

Glyn Bishop, Headteacher, Normanton Common Primary School, Normanton, West Yorkshire

Hasan Chawdhry, Headteacher, Crowland Primary School, Haringey

Ian Hemelik, Headteacher, The Manor Primary School, Devon

John Harrison, Headteacher, St Teresa's Catholic Primary School, Newcastle

Kay Lindley, Headteacher, Victoria Primary School, Keighley, West Yorkshire

Matthew Rayner, Headteacher, Stephen Hawking School, Tower Hamlets

Michelle Lewis, Headteacher, Alexandra Infant School, Bromley

Nicola Shipman, Headteacher, Montenev Primary School, Sheffield

Rob Gooding, Headteacher, Whissendine Church of England Primary School, Leicestershire

Russell Thorne, Headteacher, Smarden Primary School, Kent

Sharon Tait, Headteacher, Hampton Vale Primary School, Peterborough

Ways to stay in touch with the FOS Team

Website

For a direct link to our website please visit www.schoolsnetwork.org.uk/community/familyofschools/Pages/default.aspx Save this to your 'Favourites' list and have instant access to information about the Family of Schools team and how to make the most of your affiliation.

Blog

<http://familyofschools.wordpress.com/> The FOS blog is a regularly updated collection of short pieces about issues related to learning and teaching.

The blog also has links to lots of free 'stuff' that can support teachers in the classroom on a day to day basis. The site provides a forum that allows you to communicate with other affiliated schools and share good practice etc; as each short piece and resource can be commented on with the potential for further discussion, should schools wish.

If you wish to contribute a post, you can do so by emailing dave.broadfield@ssatrust.org.uk The blog is password protected and is only available to affiliated schools. Please contact Katie Bailey and she will provide you with the password.

Twitter

You can now keep up to date with all the latest news from the Family of Schools by following us on Twitter.

To do this you need to create an account at <http://twitter.com/home>

Once you have done this, log in and select the "Find People" box. Type in fossat and then select the "Follow" option. You can now receive every update from the Family of Schools, either by logging on to your Twitter account on the internet or you can have them directed to your mobile phone or PDA.

A tutorial on how to join in on Twitter will be available shortly on the FOS website.



The next meeting of the National Primary Steering Group will take place on Wednesday 23 September 2009.

The group represents all types of primary schools and all geographical regions and helps design, develop and deliver our work. At our next meeting we will be considering the main issues facing primary schools for the coming year and beyond so that we can focus our work on these specific areas.

If you have any issues that you would like the group to discuss at this meeting, please contact the chair of the steering group Neil Hopkin at neil.hopkin@robinhood.bham.sch.uk and he will keep you informed about our progress.

For up to date information on all our work visit www.ssatrust.org.uk/familyofschools

Meet the Family of Schools team

As well as allowing you to put a smiling face to the name, below is a guide of who to contact in the Family of Schools team, depending on your query.

We are also available to be contacted as a team at familyofschools@ssatrust.org.uk
Please do feel free to email or call us with any questions or comments.



Richard Hunter
Head of Family of Schools

Richard is the Head of the Family of Schools Team and oversees all aspect of the FOS work and affiliation on a national level. Richard is the first point of contact for our affiliated schools in the South West and Eastern region. He also deals with all of our International work and study tours. richard.hunter@ssatrust.org.uk 020 7802 0951 M 07921 688 893



Andrew Jones
Development Manager

Andrew is based in Sheffield and is the first point of contact for affiliated schools in the North West, North East, East Midlands and Yorkshire and Humberside. Andrew also heads up our Leadership and Coaching Suite so can be contacted for any queries regarding our Leadership and Coaching programmes, as well as the Primary Capital Programme.
andrew.jones@ssatrust.org.uk 07912 895 717



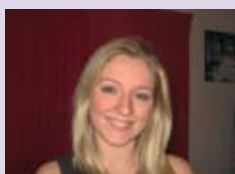
Dave Broadfield
Educational Consultant

Dave is based in Birmingham and, as such, is the first point of contact for affiliated schools in the West Midlands. Dave is also the key contact for queries on any of our ICT-based programmes, such as Leading Learning through ICT, the FOS blog and FOS wiki.
dave.broadfield@ssatrust.org.uk 07894 691 904



Rina Jain Naha
Project Manager

Rina is the Project Manager for Family of Schools and can be contacted for any queries relating to Bespoke Workshops and our suite of Leadership and Coaching programmes. Please also contact Rina with any queries regarding National and Regional Primary events.
rina.jain.naha@ssatrust.org.uk 020 7802 0856 M 07951 047 473



Katie Bailey
Project Officer

Katie is based at the SSAT Millbank offices, in London. She produces our termly newsletter so please do contact her with any articles you might like to include in future issues. Katie is also available to help you with queries on any aspect of our work and is the key contact for all delegates on Leadership and Coaching programmes and Primary events.
katie.bailey@ssatrust.org.uk 020 7802 0348



Richard Rule
Specialism Manager

Richard is the first point of contact for all affiliated schools in the South East, South Central and London regions. Richard also heads up the Primary Specialism Pilot Programme which is being run in collaboration with the DCSF, Youth Sport Trust and Primary National Strategies.
richard.rule@ssatrust.org.uk 07590 244 648



Helen Starkie
Project Manager, Primary Specialism Pilot

Helen is based at the SSAT Millbank offices, London, and is the Project Manager for the Primary Specialism Pilot Programme. If you have any queries relating to the PSP programme please contact Helen. helen.starkie@ssatrust.org.uk 020 7802 9077